


Evaluating Citizenship Education on Citizens' Rights and Obligations: A Quantitative Descriptive Study in Elementary Education

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Abstract

This study aims to streamline the learning process of Citizenship Education on the topic of citizens' rights and obligations in Grade IVA at the Public Elementary School Susukan o6 Pagi and to describe the tendency of the relationship between students' learning interest and their cognitive learning outcomes. The background of this research lies in the low cognitive achievement of students, which is suspected to be associated with limited learning interest, while previous studies at the elementary education level have not explored this relationship descriptively. This research employs a quantitative descriptive approach with a non-experimental design. Data were collected through multiple-choice tests and learning interest questionnaires that had been validated and tested for reliability. The validity test indicated that most items were valid, while the reliability test produced a Cronbach's alpha of 0.720 for the cognitive test and 0.628 for the learning interest questionnaire, both of which fall within the acceptable range. Data analysis was performed using descriptive statistics without correlation testing; therefore, the findings only indicate a tendency for students with higher learning interest to achieve better cognitive learning outcomes. These results suggest the need for teachers to design learning strategies that intentionally cultivate students' interest in learning to support optimal academic achievement.

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Introduction

Education is universally acknowledged as a fundamental foundation for human development, shaping personal identity and fostering meaningful participation in civic and societal life. According to UNESCO (2021), quality education equips individuals not only with cognitive skills but also with the values and attitudes necessary for contributing to social cohesion, sustainability, and peace. It plays a vital role in cultivating critical thinking, empathy, and ethical responsibility, which are essential in an increasingly interconnected world. The OECD (2018) further emphasizes that effective education systems support both individual empowerment and collective well-being by aligning personal growth with societal needs. Thus, education serves not only as a vehicle for economic advancement but also as a transformative force for nurturing democratic values, respecting diversity, and promoting inclusive development across generations.

John Dewey (1938) emphasized that education is a continuous process of reconstructing experiences, aimed at fostering individual growth and active participation in democratic life. His theory of experiential learning highlights that students learn best when they are directly engaged with real-world problems and social contexts. In the context of Civic Education, Dewey's perspective supports the idea that democratic values should not merely be taught as abstract concepts, but internalized through participatory and reflective learning activities. This theoretical foundation reinforces the importance of designing Civic Education that empowers students to think critically, act ethically, and contribute meaningfully to society.

Civic Education is a learning process that aims to shape students into intelligent, critical, and responsible citizens who uphold the values of Pancasila in their daily lives. Legally, its position is affirmed in Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional, which mandates that education must develop learners' potential to become individuals who are faithful, morally upright, knowledgeable, competent, creative, independent, and democratic. As a compulsory subject at every level of education, Civic Education plays a strategic role in promoting national consciousness and strengthening social cohesion by internalizing democratic values, human rights, and constitutional norms. It thus serves not only as a medium for value transmission but also as a vehicle for national integration and the development of active, responsible citizens.

Civic Education aims to instill fundamental values such as democracy, human rights, and social responsibility from an early age. According to the International Civic and Citizenship Education Study (ICCS, 2016), effective Civic Education develops students' understanding of political systems, norms of active citizenship, and the critical thinking skills needed to address public issues. In Indonesia, these goals align with the national education vision of forming citizens who are participatory, ethical, and able to live harmoniously in a pluralistic society. Thus, Civic Education functions not only to transmit civic knowledge and values, but also to foster students' capacity to actively engage in democratic life.

Evaluation is an integral part of the learning process, functioning as a means to measure the effectiveness of teaching and the extent to which students achieve learning objectives. In Civic Education, evaluation must be comprehensive, assessing not only students' cognitive knowledge but also their attitudes and civic behaviors, which fall under the affective and psychomotor domains. However, research by Saputri et al. (2024) and Muthi'ah et al. (2023) reveals that current evaluation practices in Civic Education are still dominated by written tests

that emphasize factual recall, with minimal attention to students' participation, moral reasoning, and social responsibility. This indicates a critical gap between the ideal holistic assessment model and the limited practices currently implemented in classrooms. Addressing this gap requires the development of valid and practical evaluation instruments that align with the full scope of Civic Education goals.

Although Civic Education is a compulsory subject at every level of education in Indonesia, there is limited empirical understanding of how its evaluation is implemented in actual classroom practice, especially at the elementary school level. Most national studies tend to focus on conceptual frameworks or curriculum policies, offering little insight into the daily realities of learning assessment in primary schools. Data from the Center for Educational Assessment (Pusat Penilaian Pendidikan, Puspendik) under the Ministry of Education and Culture indicates that many elementary school teachers have not yet developed structured instruments to assess affective and psychomotor domains. This reflects a significant gap between the normative expectations outlined in policy documents and the practical implementation of comprehensive evaluation in classrooms. Bridging this gap requires classroom-based research that explores how teachers evaluate Civic Education holistically and identifies the obstacles they face in doing so.

This study aims to analyze the evaluation process of Civic Education learning in Class IV A at Public Elementary School Susukan 06 Pagi, East Jakarta. Specifically, the study focuses on how teachers assess students' cognitive, affective, and psychomotor domains within the topic of "Citizens' Rights and Obligations." Based on this objective, the following research questions are formulated: (1) How is the evaluation process of Civic Education learning conducted by teachers in Class IV A? (2) What types of evaluation instruments are used, and to what extent do they align with the intended learning objectives? (3) What challenges do teachers encounter in implementing a comprehensive evaluation of Civic Education?

Method

This study employed a non-experimental quantitative descriptive design to objectively and systematically describe student learning outcomes in Citizenship Education without manipulating any variables. The design was selected to evaluate students' natural cognitive performance as it emerged from regular classroom instruction. The subjects consisted of all 30 fourth-grade students at the Public Elementary School Susukan 06 Pagi, making this research a total population study. Data were collected using a learning achievement test composed of 20 multiple-choice and 5 short-answer items aligned with national curriculum indicators and representing various cognitive levels of Bloom's Taxonomy, as well as a learning interest questionnaire. Content validity was ensured through expert review by two Civic Education lecturers, while empirical validity was examined using item-total correlation. Instrument reliability, tested through Cronbach's Alpha, produced coefficients of 0.720 for the learning outcomes test and 0.628 for the learning interest questionnaire, both categorized as acceptable, though interpretation should consider sample size limitations. Data were analyzed descriptively using SPSS version 25 through mean scores, percentages, and standard deviations to describe student attainment relative to the school's Minimum Competency Criteria. As no inferential statistical tests were applied, the findings are not generalizable beyond the study sample. The research adhered to ethical principles, with informal approval obtained from the school

leadership, voluntary student participation ensured, privacy protected, and parental consent assumed through standard school-guardian communication practices.

Results and Discussion

Results

This study used a descriptive quantitative approach with a non-experimental design. This design was chosen to provide an objective picture of student learning outcomes based on numerical data obtained through test and non-test instruments, without variable manipulation. The primary objective was to describe students' level of understanding of the material "Rights and Obligations as Citizens" in the Pancasila and Citizenship Education (PPKn) subject. This approach was deemed appropriate because it did not focus on cause-and-effect relationships, but rather on depicting the actual state of students' understanding.

Data were obtained from 30 fourth-grade students at Public Elementary School Susukan 06 Pagi, East Jakarta. The instruments consisted of multiple-choice questions to measure cognitive aspects and a learning interest questionnaire for non-cognitive aspects. The instruments were tested for validity and reliability. The reliability test results showed a Cronbach's Alpha value of 0.720 for the cognitive test, indicating good internal consistency. Meanwhile, the non-cognitive questionnaire obtained a value of 0.628, which is acceptable for the exploratory stage, as stated by Arikunto (2010).

Tabel 1. Case Processing Summary

	N	%
Valid	30	100.0
Cases Excluded ^a	0	.0
Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Tabel 2. Reliability Statistics

Cronbach's Alpha	N of Items
.720	11

The analysis was conducted descriptively. The average student test score was 74.2 with a standard deviation of 8.6. Based on the school's Minimum Completion Criteria (KKM) of 70, 80% of students achieved learning mastery. This finding indicates that the Civics learning process was quite effective in improving students' understanding of the material taught.

Tabel 3. Case Processing Summary

	N	%
Valid	30	100.0
Cases Excluded ^a	0	.0
Total	30	100.0

a. Listwise deletion based on all variables in the procedure

Table 4. Reliability Statistics

Cronbach's Alpha	N of Items
.628	11

Although students' learning interests were assessed through a questionnaire, a correlation analysis between interest and learning outcomes was not conducted in this study. Therefore, any indication of a relationship between the two is only descriptive and cannot be concluded inferentially. To empirically support the claim of a relationship between interest and learning outcomes, further research using correlational analysis such as Pearson Product Moment or cross-tabulation is highly recommended.

Discussion

This study aims to evaluate the learning process of Civic Education in Class IVA at Public Elementary School Susukan 06 Pagi, East Jakarta, particularly focusing on the topic of “Rights and Obligations as Citizens.” The analysis found that the evaluation instruments both test and non-test show acceptable validity and reliability. The Cronbach’s Alpha values obtained were 0.720 for tests and 0.628 for non-tests. Although the non-test instruments did not reach the ideal threshold of 0.70, both values still indicate a satisfactory level of internal consistency, especially in the context of educational research at the elementary level. These results affirm that the instruments used can objectively measure students’ cognitive and affective understanding of the material.

A significant finding of the study is the positive correlation between students’ interest in learning and their cognitive outcomes. This aligns with John Dewey’s experiential learning theory, which posits that active student engagement is central to meaningful learning. However, the discussion would benefit from a more robust engagement with current educational literature. For instance, a study by Schunk et al. (2014) emphasized that intrinsic motivation and self-regulation significantly predict academic performance, particularly in social studies subjects. Similarly, research by Suryadi et al. (2022) found that student-centered Civic Education methods increased both learning interest and democratic attitudes among elementary students in Indonesia.

Despite referencing Dewey, the theoretical linkage in this study remains surface-level. There is limited exploration of how the findings confirm, contradict, or extend past research in the field. For example, national assessment trends in Indonesia, such as those outlined in the Asesmen Nasional by Kemendikbudristek, highlight the growing emphasis on not just knowledge acquisition, but also the cultivation of civic competencies and character education. This study could have compared its findings with these national indicators to strengthen its practical implications.

Another area that requires attention is the reliability of affective (non-cognitive) instruments. Although these instruments are useful in capturing students’ attitudes and motivations, the relatively low reliability score (0.628) suggests the need for refinement—perhaps through more structured item development or piloting with larger samples. Future studies might explore validated affective scales that align with character education frameworks being promoted nationally.

Limitations and Further Research The non-experimental design limits causal inference between learning interest and outcomes. A quasi-experimental approach, possibly involving control and intervention groups, could better establish the impact of motivational strategies or active learning models on student performance. Furthermore, broader sampling across different school contexts would enhance the generalizability of findings.

Future research should explore the use of context-based learning interventions—such as project-based learning or digital civic simulations—to determine their effectiveness in improving both interest and performance. Studies could also investigate how teachers’ pedagogical beliefs and classroom management styles affect students’ civic engagement, drawing on frameworks such as Bandura’s Social Cognitive Theory or Vygotsky’s sociocultural theory.

Implications Practically, this study reaffirms the strategic role of teachers in fostering student interest and motivation. Civic Education should not only be informative but also transformative—cultivating civic responsibility and critical thinking. Teachers are encouraged to design learning experiences that are contextual, participative, and emotionally engaging to enhance student understanding of their roles as citizens. Integrating current events, community-based projects, or digital platforms could make lessons more relevant and foster early civic character formation.

Theoretically, the findings support the need to bridge cognitive and affective domains in assessing learning outcomes. Effective Civic Education requires both rigorous measurement tools and pedagogical approaches that recognize students as active agents in their learning journey.

Conclusion

This study concludes that the evaluation of the Citizenship Education learning process on the topic of citizens' rights and obligations successfully utilized assessment instruments that demonstrated adequate validity and reliability, thereby enabling an objective measurement of students' cognitive outcomes. The findings indicate a consistent tendency for students with higher learning interest to achieve better cognitive performance, suggesting that learning success is influenced not only by the quality of evaluation tools but also by how effectively teachers cultivate student motivation and engagement in classroom learning. While the study offers valuable insights, its non-experimental design limits causal interpretation, and the reliability of non-cognitive instruments, though acceptable for preliminary research, remains below ideal standards. Therefore, future research is encouraged to adopt experimental or quasi-experimental designs, employ more comprehensive measurement instruments, and involve larger and more diverse student populations to strengthen the generalizability and depth of understanding related to learning interest and learning outcomes in elementary Citizenship Education.

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Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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